Governor's Safe and Drug Free Schools and Communities Program

<u>Risk and Protective Factor Information</u>

This list is based upon the research of J. David Hawkins and Richard F. Catalano, University of Washington, and was adapted from *"Developing Healthy Communities: A Risk and Protective Factor Approach to Preventing Alcohol and Other Drug Abuse," Developmental Research and Program, Inc., 130 Nickerson, Suite 107, Seattle, WA 98109, (800) 736-2630)

DOMAIN	RISK FACTORS	PROTECTIVE FACTORS
Individual/ Peer	• Alienation and rebelliousness • Friends who engage in the problem behavior • Favorable attitudes towards the problem behavior • Early initiation of the problem behavior	• Peer Bonding: ✓ Meaningful opportunities to contribute to the peer group ✓ Skills to successfully take advantage of those opportunities ✓ Recognition/ acknowledgement of efforts
Family	• Family history of high-risk behavior • Family management problems • Family conflict • Parental attitudes and involvement in the problem behavior	• Family Bonding: ✓ Meaningful opportunities to contribute to the family ✓ Skills to successfully take advantage of those opportunities ✓ Recognition/ acknowledgement of efforts
School	• Early and persistent antisocial behavior • Academic failure beginning in elementary school • Low commitment to school	• School bonding: ✓ Meaningful opportunities to contribute to the school community ✓ Skills to successfully take advantage of those opportunities ✓ Recognition/ acknowledgement of efforts
Community	• Availability of drugs • Community laws and norms favorable toward drug use • Transition and mobility • Low neighborhood attachment and community disorganization • Extreme economic and social deprivation	• Community Bonding: ✓ Meaningful opportunities to contribute to the community ✓ Skills to successfully take advantage of those opportunities ✓ Recognition/ acknowledgement of efforts

Note: The protective factors that have been validated by Hawkins' and Catalano's research <u>all</u> relate to *bonding*. To build bonding, three conditions are necessary: **opportunities**, **skills** and **recognition**. According to Hawkins and Catalano:

"Positive bonding makes up for many other disadvantages caused by other risk factors or environmental characteristics. Children who are attached to positive families, friends, school, and community, and who are committed to achieving the goals valued by these groups are less likely to develop problems in adolescence. Studies of successful children who live in high-risk neighborhoods or situations indicate that strong bonds with a caregiver can keep children from getting in trouble. Children must be provided with **opportunities** to contribute to their community, family, peers and school. The challenge is to provide children with meaningful opportunities that help them feel responsible and significant. Children must be taught the **skills** necessary to effectively take advantage of the opportunity they are provided. If they don't have the necessary skills to be successfully, they experience frustration and/or failure. Children must also be

recognized and acknowledged for their efforts. This gives them the incentive to contribute and reinforces their skillful performance."